

Minsterley Marking Policy

Written June 2016

Approved by Governors June 2016

To be reviewed: June 2018

Marking work - Assessing the learning according to the objective and success criteria

The shared view of staff at Minsterley Primary School is that marking should be constructive, supportive and has an impact. It is done mostly for the benefit of the learner, but also for teachers, support staff and parents/carers. We believe that verbal and written feedback encourages and motivates learners. We may use symbols, stars, stickers, smiley faces, stamps, written or verbal comments, prompts or questions. We may also refer the child to another adult for praise. All work should indicate whether it has been done independently (**I**), guided by the teacher or another member of staff (**G**), or supported/assisted by any adult (**A**), this can also be indicated through the use of the stamps which each member of staff has. All marking is done in green pen (to indicate success) and pink pen (to make you think) and models correct letter formation.

Showing if the Learning Objective/Success Criteria have been achieved

It must be immediately apparent from the marking if a child has achieved the aims of the session. This is shown by the use of a 'Learning Objective Achieved' stamp or in the LO/SC grid at the top of the page.

If a child has not achieved the objective, but has shown progress towards it, teachers will be clear in their marking that the objective has not been achieved. They may choose to use PTO initials or tick the appropriate box in the LO/SC grid or explain within a marking comment. In this case, additional feedback is usually necessary – to explain why the objective was not achieved and what the learner could do to achieve it. If verbal feedback is given, it should be shown as V**F**.

If a child is a long way from achieving the objective, or has clearly misunderstood the task, feedback will be necessary, which could be written or verbal (in which case V**F** will be written).

Positive, constructive feedback

In **EYFS**, there is emphasis on positivity through comments, smiley faces, stickers and stars. There are agreed marking symbols (see Appendix 1). As much as possible, marking takes place alongside the children.

In **KS1**, more corrective marking takes place, using clear symbols that are also displayed in children's books and on the wall for children and parents/carers (see Appendix 2). Punctuation is marked in English work, and children are encouraged to self-correct. Not all spelling mistakes need be corrected – at the teacher's discretion for each particular child. In Mathematics, written answers are ticked if correct and marked with an 'dot' if incorrect. In Science, corrective marking is focused on the investigative process. Foundation subjects are marked by showing if the objective has been achieved, with prompts or questions where appropriate.

In **KS2** it is not always possible to mark alongside children, but this is done wherever appropriate. There is an increased emphasis on self-checking and proof-reading. Marking symbols are found inside children's Maths and English books and also displayed in each classroom (see Appendix 3) and are used according to children's age and ability. Marking in Mathematics is by ticks or an 'x', with written prompts where appropriate. In Science, as well as focusing on the investigative process, comments and questions may be written to reinforce or extend their understanding. Work in Foundation subjects is marked as for Key Stage One.

Guidance for teaching assistants

Teaching Assistants will indicate if they have supported/assisted by putting A (circled) or using the provided stamps after the pupils have finished the activity. When marking pupils' work Teaching Assistants should indicate that the work was marked by them by writing their initials.

Guidance for supply teachers

Supply Teachers should mark in line with our Marking Policy, including showing whether or not the objective/success criteria have been achieved. They should write their initials plus Supply (circled) next to the marking after the pupils have finished the activity, but should not 'Close The Gap' mark. They should write a brief, constructive comment for the children in the group they were working with. Training may be offered to long-term supply staff so they can confidently CTG mark. Mistakes and misconceptions should be identified and marked using a pink pen and the symbols in Appendices 1, 2 and 3.

Closing The Gap marking (CTG)

CTG marking consists of:

Highlight, smiley face ☺ or double tick ✓✓ **two or three** examples of the learner demonstrating the success criteria/meeting the learning objective.

If appropriate, indicate with a pink highlighter **one** example of where an improvement could be made and prompt the pupil as to how to improve, writing **CTG** next to the prompt, for future reference:

- Remind prompt (of the objective)
 - 'Is this set out as a list?'
- Example prompt (give them two possibilities to choose from)
 - 'Which one of these works best? – Toys ...OR... Put your toys away'
- Scaffold prompt (learner completes something/ask a question/change something)
 - 'Begin the sentence with a command - _____ your toys away!'
 - 'Can you say which of your angles are acute?'
 - 'Tell me more about...'
 - 'Add a word/sentence here...'
 - 'Change this so that...'
 - 'Try working this out using _____ method...'
 - 'Why?' / 'How do you know?'
- Convince me / Show me prompt

Next Steps

Sometimes a CTG prompt is not required, but a Next Steps prompt will extend/improve the child's knowledge, understanding or skills. It is still expected that a learner will have an opportunity to respond to Next Steps prompts/questions.





Providing opportunities for pupils to respond to CTG, Next Steps and other marking

It is up to individual teachers to decide how they allocate time for pupils to respond to marking. The response should take around 5 minutes (maximum of 10 minutes). It could be done at the beginning of the next lesson, before discussing the objective; or built into the next lesson at some point; or as a morning work activity on a subsequent day.

If there is no adult with the child when they are responding, it is worth considering whether they can access it - read it and understand it?





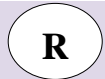

Minsterley Primary School – Marking Policy – Appendix 1

EYFS Marking Codes

Correction:	Symbol:	Explanation:
Spelling Mistake	<i>Sp</i> _____	Linked to their 'Letters & Sounds Phase' and the expectations of the child.
Capital Letters	Pink circle 	When the children are writing sentences.
Missing Word	<i>A</i> in pink	Highlights that there is a missing word at this point in the sentence.
Maths Answers	dot	If the answer is incorrect then a dot should be written next to the mistake. Highlight in pink if it needs correcting.
Maths Answers	✓	If the answer is correct then an ✓ should be written next to the answer.
Missing Punctuation	 Or highlight in	Highlight or circle in pink where the missing punctuation should be. The children should show evidence of correction.
Target Achieved		Linked to the 'I Can' Statement.
Guided	G	
Supported/Assisted	A	Or use stamp
Independent	I	Or use stamp
Good Effort	E	
Neat Work	N	
Objective Achieved	Objective Achieved stamp	Tick appropriate box on LO/SC grid or use stamp
Progress Towards Objective	PTO	Tick appropriate box on LO/SC grid
Verbal Feedback	VF	
Close the Gap	CTG	
Next Steps		
Check for sense	??	If something doesn't make sense, indicate using a ?? and highlight in pink.
Self Assessment	SA	







Minsterley Primary School – Marking Policy – Appendix 2

KS1 Marking Codes

Correction:	Symbol:	Explanation:
Spelling Mistake	Sp _____	Correct words linked to their Letters and Sounds Phase or Year group spelling rules and common exception words. In pink, underline the mistake and write Sp next to the word. Correct word should be written out 3 times at the end of the work
Capital Letters		Circle or highlight the mistake in pink
New Paragraph	//	Indicates start of a new paragraph or new line.
Grammatical Mistake	Gr _____	In pink highlight or underline the mistake in pink and write Gr next to it. The children should show evidence of correction.
Missing Word	^	Highlights that there is a missing word at this point in the sentence.
Maths Answers	Pink dot .	If the answer is incorrect then a pink dot should be written next to the mistake. Highlight in pink if needs correcting.
Missing Punctuation		Highlight or circle in pink the mistake. The children should show evidence of correction.
Target Achieved		Linked to 'I Can' Statements
Guided	G	
Supported/Assisted	A	Or use stamp
Independent	I	
Good Effort	E	
Neat Work	N	
Objective Achieved	OA	Tick appropriate box in LO/SC grid or use stamp
Progress Towards Objective	PTO	Tick appropriate box in LO/SC grid
Verbal Feedback	VF	
Close the Gap	CTG	
Next Steps		
Check for sense	?? or highlight in pink	If something doesn't make sense, indicate using a ?? and highlight in pink.
Verbal Feedback	VF	
Repetition		A word or phrases has been repeated and needs replacing/editing.
Sit the letters on the line		Writing using the lines in your book.

Minsterley Primary School – Marking Policy – Appendix 3

KS2 Marking Codes

Correction:	Symbol:	Explanation:
Spelling Mistake	Sp _____	In pink, underline the mistake and write Sp next to the word. Correct word should be written out 3 times at the end of the work.
Homophone Spelling mistake	H _____	In pink, underline the mistake and write H next to the word. Correct words should be written out 3 times at the end of the work.
Capital Letters		. Highlight or circle in pink the mistake.
New Paragraph	//	Indicates start of a new paragraph or new line.
Grammatical Mistake	Gr _____	Underline the mistake and write Gr in pink. The children should show evidence of correction.
Noun Verb Agreement	N ---- V	In pink, where the noun and verb agreement should be Write N by the noun and V by the verb. Children correct.
Missing Word	^	Highlights that there is a missing word at this point in the sentence.
Maths Answers	X	If the answer is incorrect then an X should be written next to the mistake. Highlight in pink if needs correcting.
Maths Answers	✓	If the answer is correct then a ✓ should be written next to the answer.
Missing Punctuation		Underline or highlight the mistake in pink. The children should show evidence of correction.
Target Achieved	 ✓	Linked to 'I Can' Statements.
Guided	G	
Supported/Assisted	A	Or use stamp
Independent	I	
Good Effort	E	
Neat Work	N	
Objective Achieved	OA	Tick appropriate box in LO/SC grid or use the stamp.
Progress Towards Objective	PTO	Tick appropriate box in LO/SC grid or use the stamp.
Verbal Feedback	VF	
Close the Gap	CTG	
Next Steps		
Check for sense	??	If something doesn't make sense, indicate using a ?? and highlight in pink.
Write a better example		Can you find a better word, phrase or answer?
Repetition		A word or phrase has been repeated and needs replacing/editing.